

Attendance and Absenteeism

2021-2022 School Year: November 2022



Data Limitations and Definitions

- The 2020-21 school year featured fluctuating proportions of fully remote, partial remote, and in person learning for all students. Attendance data includes all days a student was enrolled regardless of the learning type. Comparing 2020-21 to other school years may not be appropriate.
- Due to the national health emergency (i.e., COVID-19) the spring school calendar was impacted and all 2019-20 attendance data is only through 3/6/2020. Comparing 2019-20 to other school years may not be appropriate.
- The 2019-20 version of this report depicts slightly different rates for 2019-20 because of an omission of one school (Gifford Park) in the reporting.
- The counts and percentages depicted may not match the attendance dashboard.
- Only grades K-12 were used in these analyses.
- The demographic analyses only include students who were enrolled on October 1, 2021.
- Some program locations were excluded because they use different attendance taking methods or are not a traditional school environment. These include:
 - Accelere
 - Adult High School
 - Gateway to College
 - Homebound
 - Independent Studies Program
 - Interim and Contracted Locations
 - Omaha Virtual Schools
 - Parrish
 - The ESL Teen Literacy Center
 - The Transition Programs
 - UNO/OPS Middle College Program
- Absences are an accumulation of all absent time - be it from the beginning of the day, the end of the day, the full day, or any period within the school day.

Data Limitations and Definitions

The absence codes used in this analyses include:

Excused absences:

- **Bereavement (BER)** - Parent/guardian notifies the school the student is attending a funeral. **DEPICTED AS "OTHER"**
- **Court/Legal Appearance (LEG)** - Parent/guardian notifies the school the student is required to attend a court or legal proceeding. This is specific to only the student. **DEPICTED AS "OTHER"**
- **Illness (ILL)** - Parent/guardian notifies the school the student is ill. **Illness absences include all Covid related absences in 2020-21.**
- **COVID** –Four attendance codes were used to document COVID related absences in 2020-21. These codes were only used for the 2020-21 school year and have been grouped with illness absences in this analysis. These codes only represented about 2% of all counted absences in 2020-21.
- **Medically Excused (MED)** - A medical provider's note is required to verify the absence to include: a medical appointment, hospitalization, or a long term chronic illness; or the school nurse is required to send the student home.
- **Military Leave (MIL)** - Parent/guardian notifies the school the student absence is specific to deployment and/or military leave activities. **DEPICTED AS "OTHER"**
- **Post-Secondary Visit (PSV)** - Parent/guardian notifies the school the student is visiting a post-secondary program. **DEPICTED AS "OTHER"**
- **Religious Holiday Observance (RHO)** - Parent/guardian notifies the school of the religious holiday observance. **DEPICTED AS "OTHER"**
- **Suspension (SUS)** - Student absence while s/he has been suspended.

Unexcused absences include:

- **Absent (ABS)** - The school has been notified of an absence that does not constitute an excused absence.
- **Truant (TRU)** - Neither the family nor school officials know the student's whereabouts, the student is refusing to attend school, class, remote learning, or the school has been notified that the student has been reported as a run-away.
- **Unverified (UNV)** - No one has contacted the school, or the school has been unable to confirm the reason for the absence, or the school has not confirmed the reason for absence.

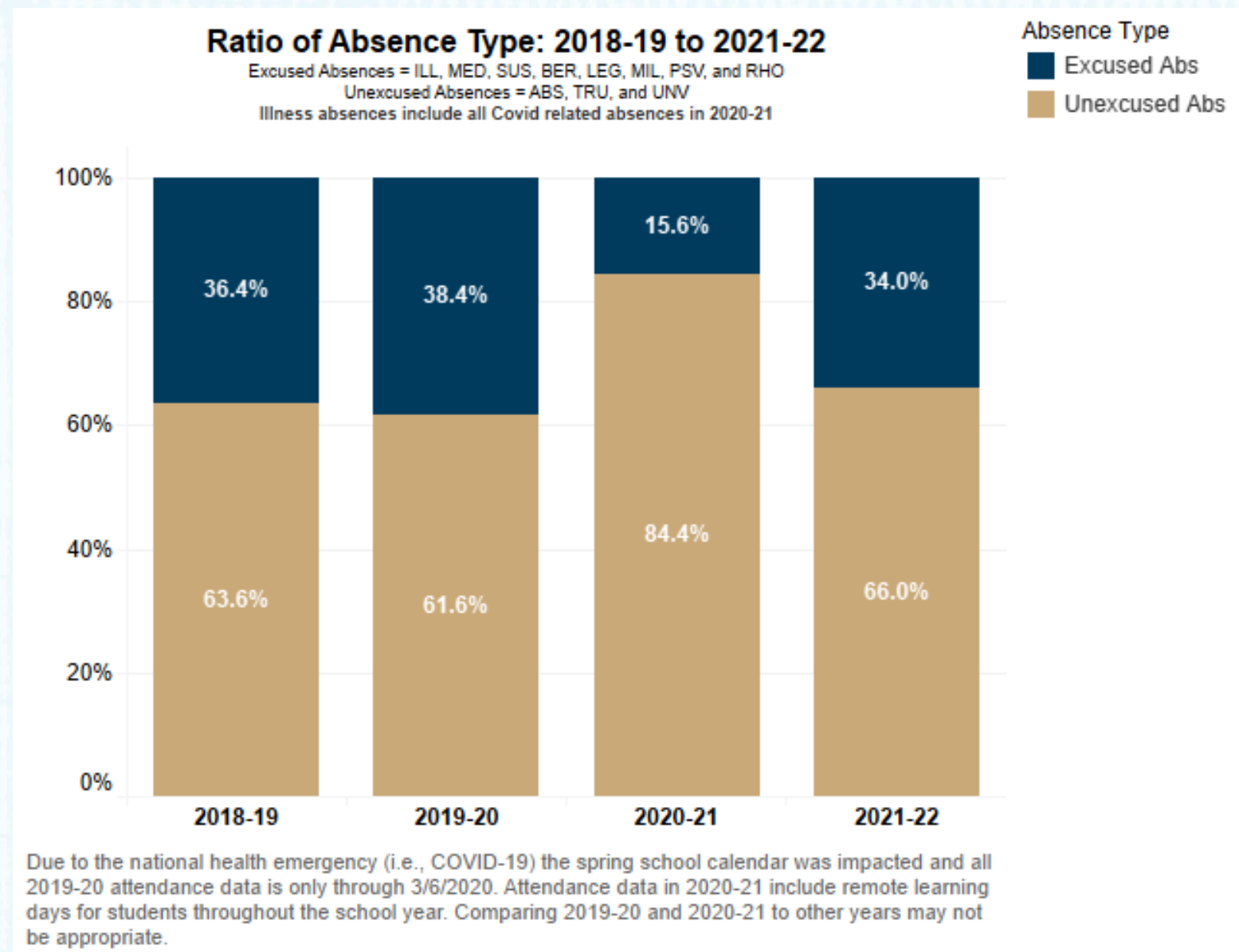
Absence codes not used in this analyses because they are exempt include:

- **School Sponsored Activities (ACT)** - School related activities that take a student out of their scheduled classes, i.e. field trips, competitions, athletic events, school matinees, speakers, testing, etc.
- **Office (OFF)** - The student is in the school, but has written authorization from a school administrator or nurse identify the reason the student was not in class.
- **Student Success Center (SSC)** - Student is assigned to the Student Success Center.
- **OPS Student Transportation (BUS)** - The principal, or designee, provides notice that there has been a delay due to District provided transportation.
- **Interim (INT)** - The student is in an interim school setting.
- **Technology (TECH)** - The student had technology issues preventing them from participating in remote learning.

Absence Code Use: 2018-19 to 2021-22 (K-12)

K-12 students enrolled throughout each school year are included in this analysis. See **Data Limitations and Definitions** for programs excluded from these counts.

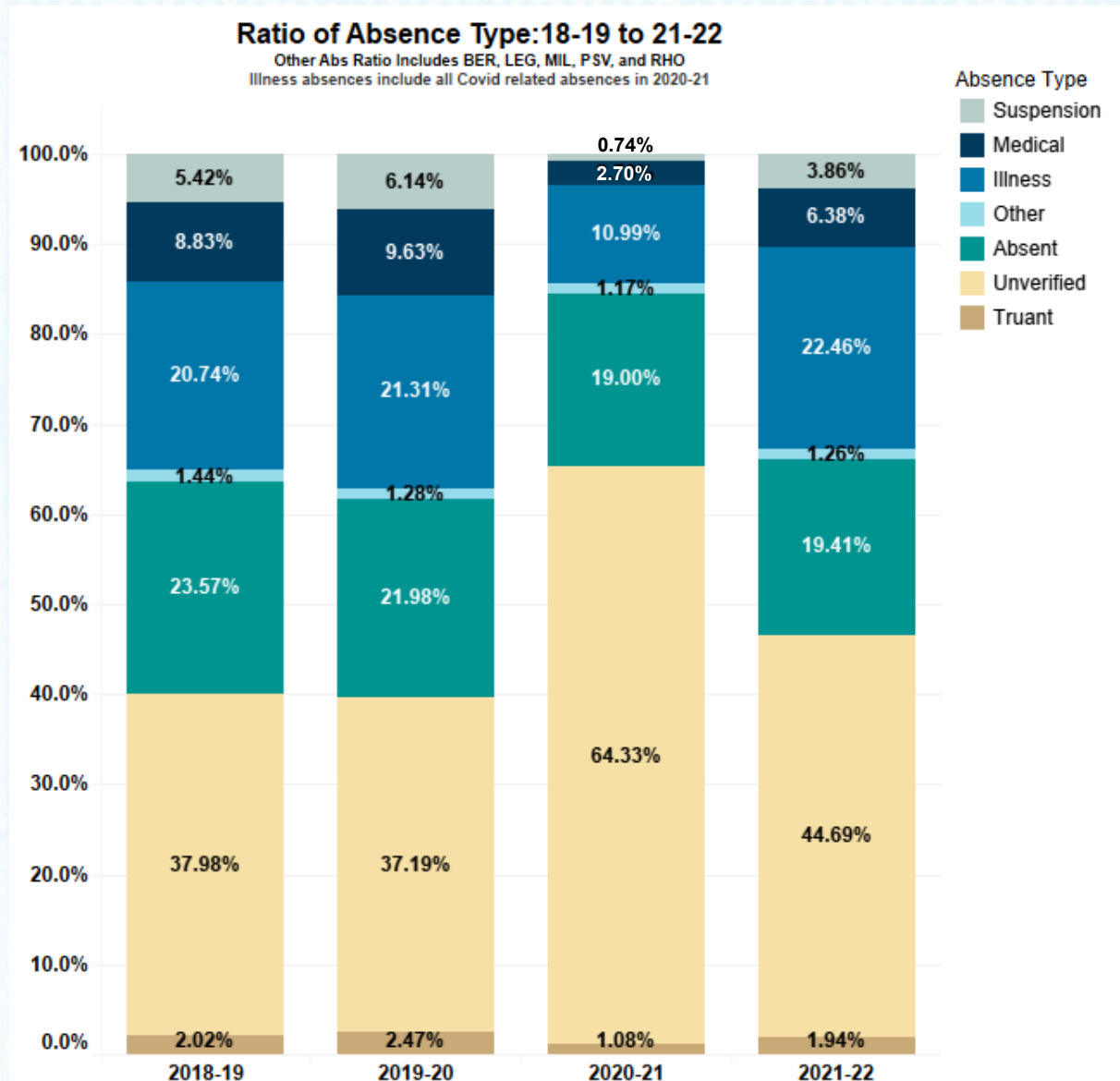
- In 2021-22, unexcused absences made up about 66% of all absences, a decrease of 18% from the 2020-21 school year.
- The rate of unexcused absences returned to a more normal rate in 2021-22 after remote learning impacted attendance reporting in 2020-21.



Absence Code Use: 2018-19 to 2021-22 (K-12)

K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- The use of the unverified absence code decreased 20% between 2020-21 and 2021-22 but is still above levels seen prior to 2020-21.
- The use of the medical, illness, and suspension absence codes all increased between 2020-21 and 2021-22.

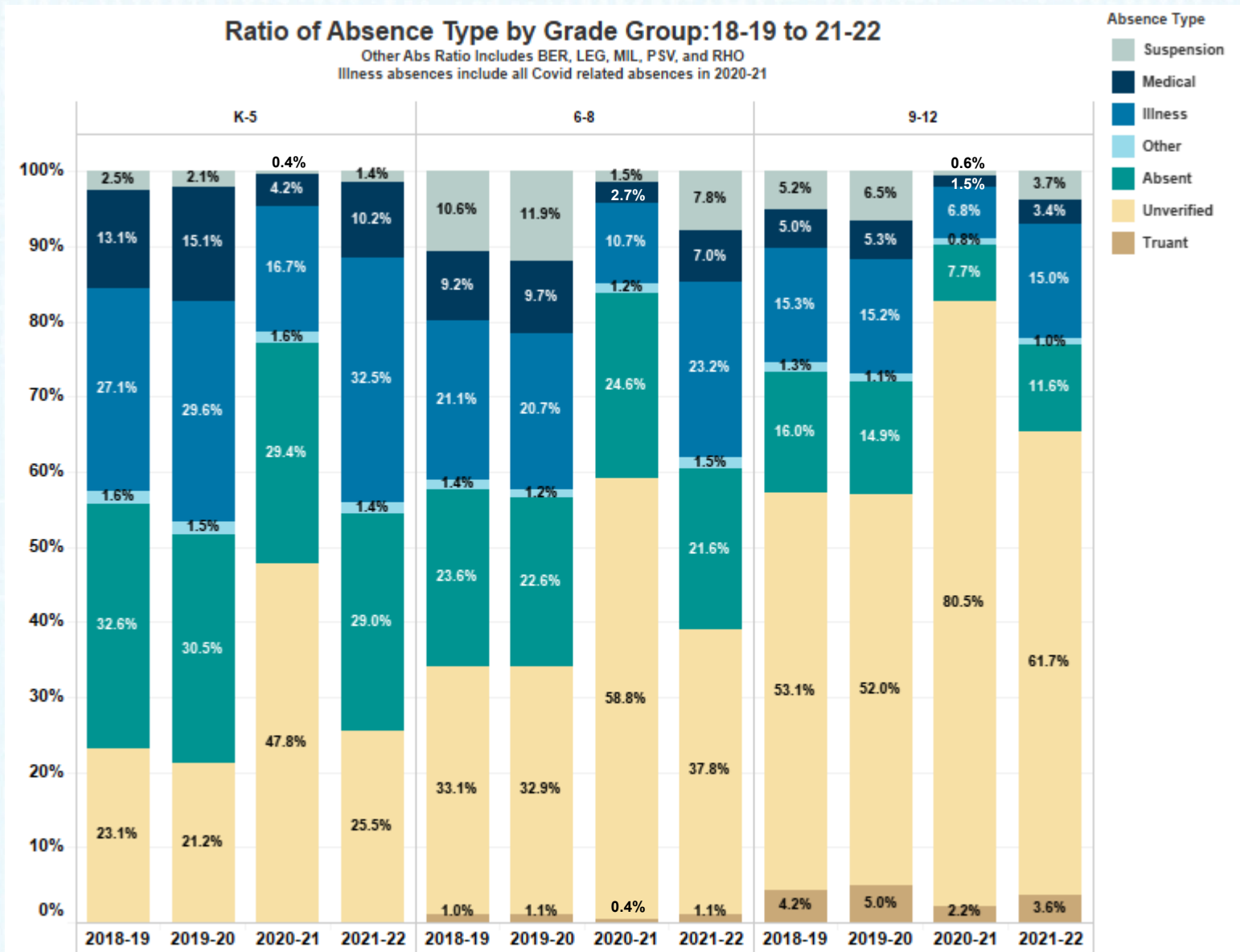


Due to the national health emergency (i.e., COVID-19) the spring school calendar was impacted and all 2019-20 attendance data is only through 3/6/2020. Attendance data in 2020-21 include remote learning days for students throughout the school year. Comparing 2019-20 and 2020-21 to other years may not be appropriate.

Absence Code Use by Grade Group and Year: 2018-19 to 2021-22 (K-12)

K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

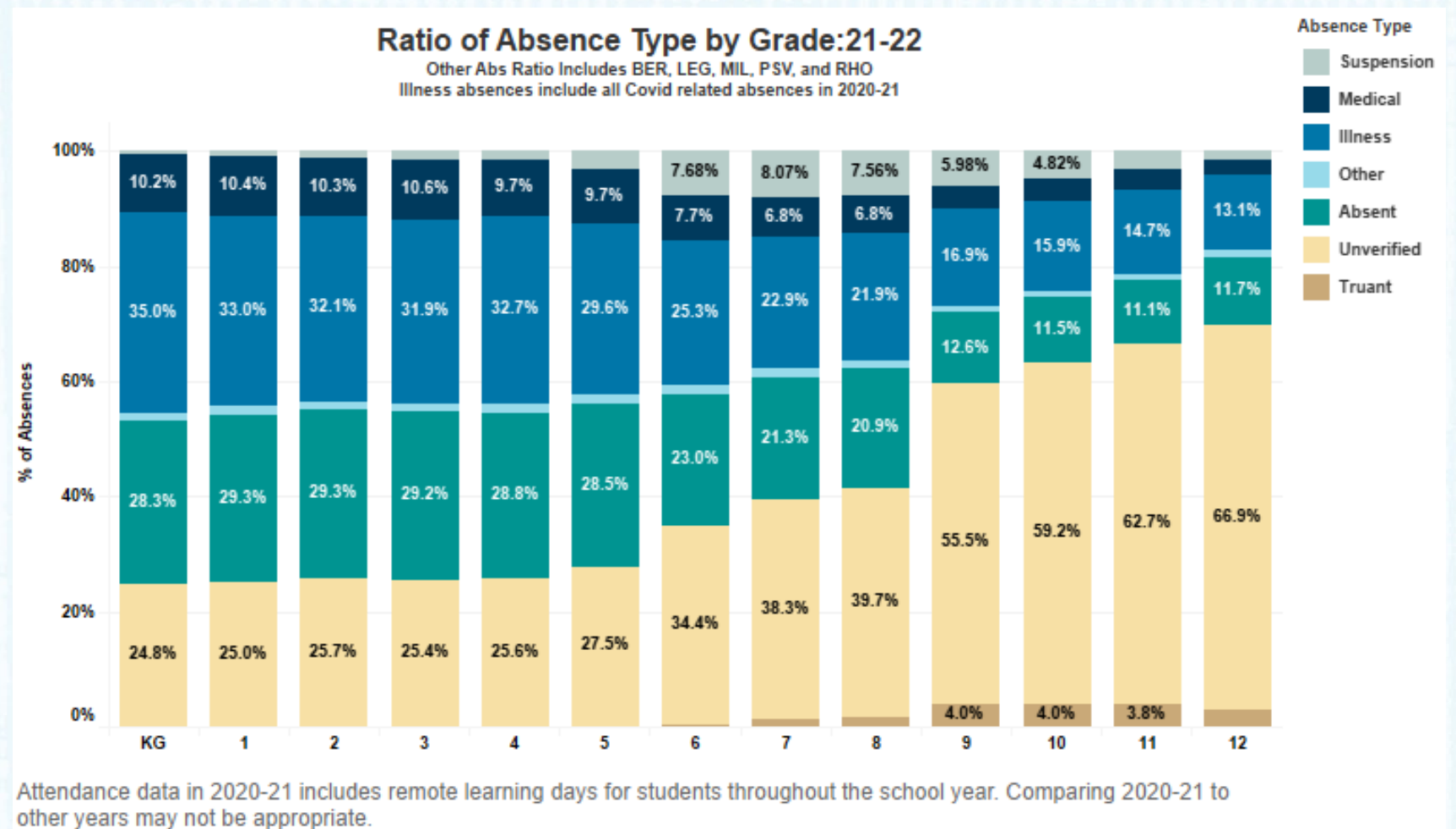
- The use of the unverified absence code decreased at all grade level between 2020-21 and 2021-22 but is still above levels seen prior to 2020-21.
- The use of the suspension absence code increased at all grade level between 2020-21 and 2021-22 but is still below levels seen prior to 2020-21.
- The use of the illness absence code increased at all levels and was higher than rates seen prior to 2020-21 in grades K-8.



Due to the national health emergency (i.e., COVID-19) the spring school calendar was impacted and all 2019-20 attendance data is only through 3/6/2020. Attendance data in 2020-21 include remote learning days for students throughout the school year. Comparing 2019-20 and 2020-21 to other years may not be appropriate.

Absence Code Use by Grade: 2021-22 (K-12)

K-12 students enrolled throughout the school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.



- The use of the unverified absence code as a percentage of all absences generally increases as a student's grade level increases, while the use of most other codes decreases.
- The unverified code was used for about 67% of all absences of 12th grade students in 2021-22.
- Absences due to suspensions peak in 6th-8th grade as in previous years.

Excused, Unexcused, and Absence Code Use Review

- The unverified and absent codes make up about 45% of all absences in normal years. This lack of information about the specific reasons that students are absent makes it difficult to fully understand absenteeism in our District.
- The use of the unverified and absent codes is highest at the high school level where absenteeism is most pronounced.
- At the high school level, teachers use an "A" code when a student is not in class, and they will change it to a Tardy "T" if they arrive late in any period other than the first period of the school day.
- "A" codes that were not updated/changed in Infinite Campus to a specific absence reason are subsequently converted to an unverified (UNV) absence after three weeks for state reporting purposes. This likely inflates the unverified absence category.

Strive for 95

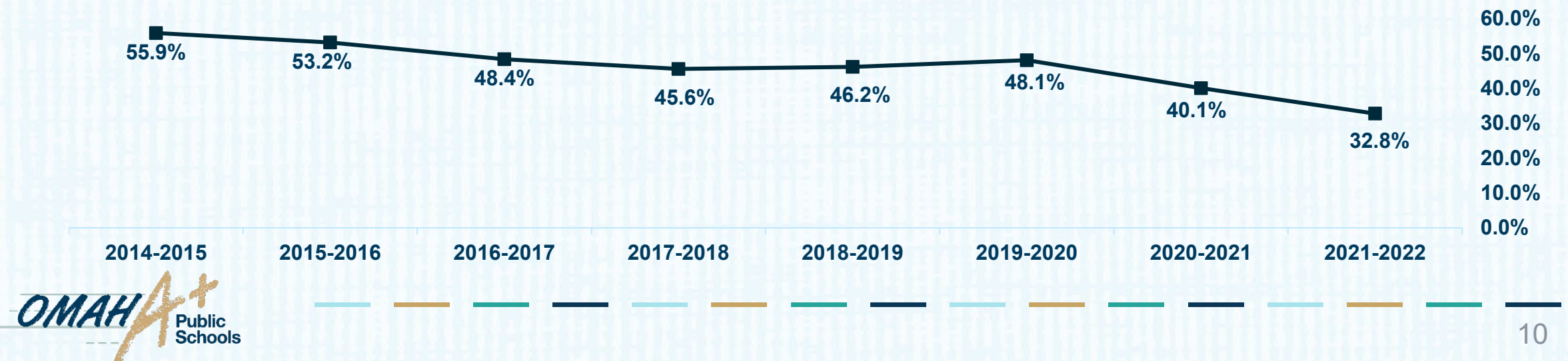
Miss less than 9 days throughout the school year and attend 95% of the time

#Strivefor95

- Beginning in the 2018-19 school year, the department of Student and Community Services implemented “Strive for 95.”
- This focus is intended to support student, family, and school efforts to get every OPS student to attend school for at least 95% of the school year.
- Good attendance prepares students to excel in college, career and life.
- Students who meet the Strive for 95 Attendance goal tend to:
 - Remain on or above grade level academically
 - Become socially and emotionally connected to the school, staff, and peers
 - Stay on track for graduation
 - Develop important life skills

Strive for 95 Impact

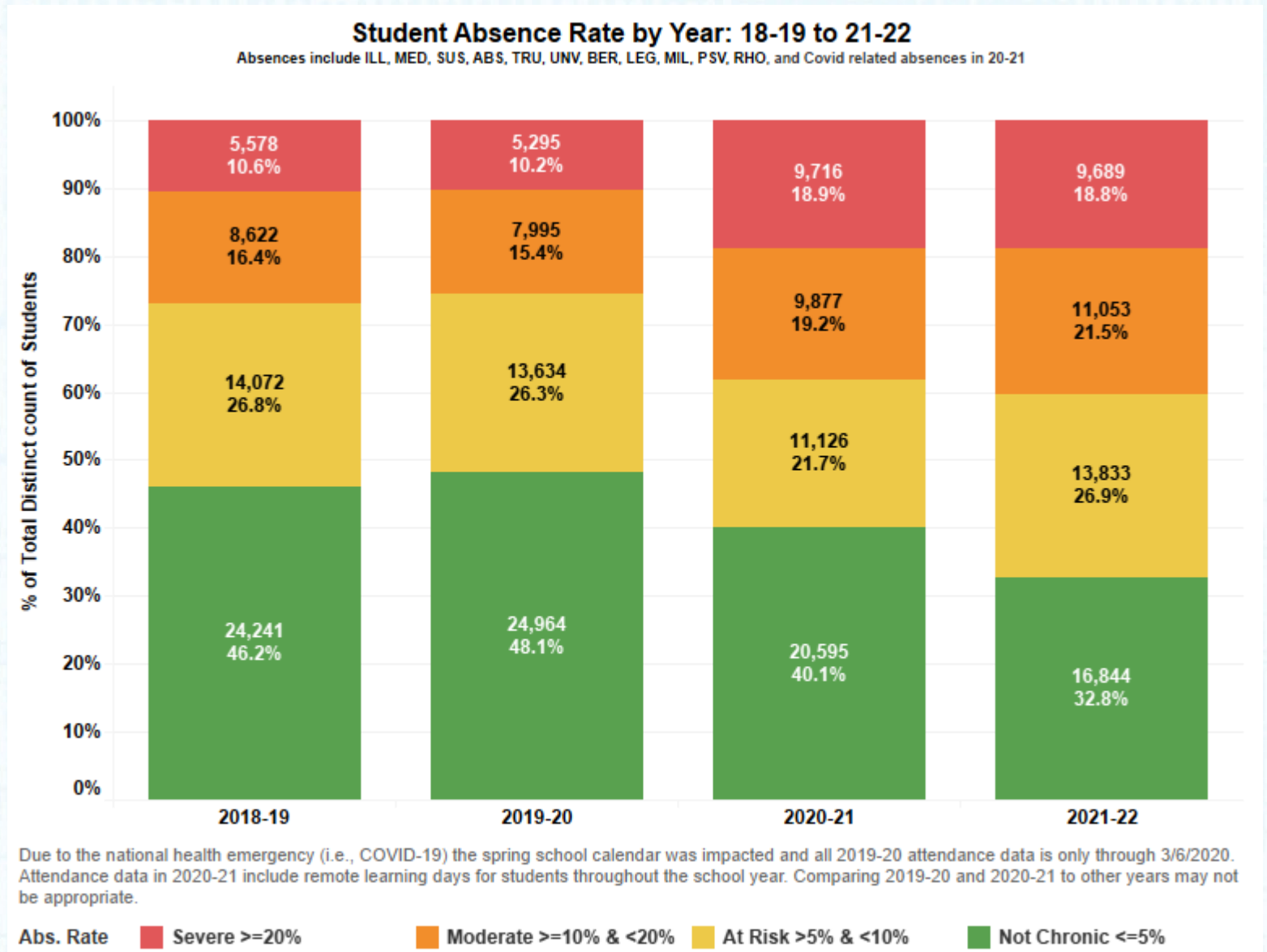
- Between the 2014-15 and 2017-18 school years, the percent of K-12 students attending 95% or more of their school year dropped from about 55.9% to 45.6%. The average rate of decline over this period was about 3.4%.
- With the implementation of Strive for 95 in the 2018-19 school year, the percentage of students attending for 95% of their year increased in 2018-19 and 2019-20.
- In 2020-21, the percentage of students attending for 95% of their year decreased by almost 8% and by another 7% in 2021-22.
- The 2020-21 school year was significantly impacted by the national health emergency (i.e., COVID-19). All students were learning remotely at the beginning of the school year and most students gradually returned to fully in-person learning by the end of the year. More than 10,000 students learned remotely for the entire school year, and more than half of all present student time was remote. The dramatic change in attendance rates in 2020-21 suggests that the pandemic and the varied learning models likely impacted student attendance and attendance record keeping in several ways.
- The 2021-22 school year was also impacted by the national health emergency (i.e., COVID-19) especially during fall and winter outbreaks of the Delta and Omicron variants.



Chronic Absenteeism by Year: 2018-19 to 2021-22

K-12 students enrolled throughout each school year are included in this analysis. See [Data Limitations and Definitions](#) for programs excluded from these counts.

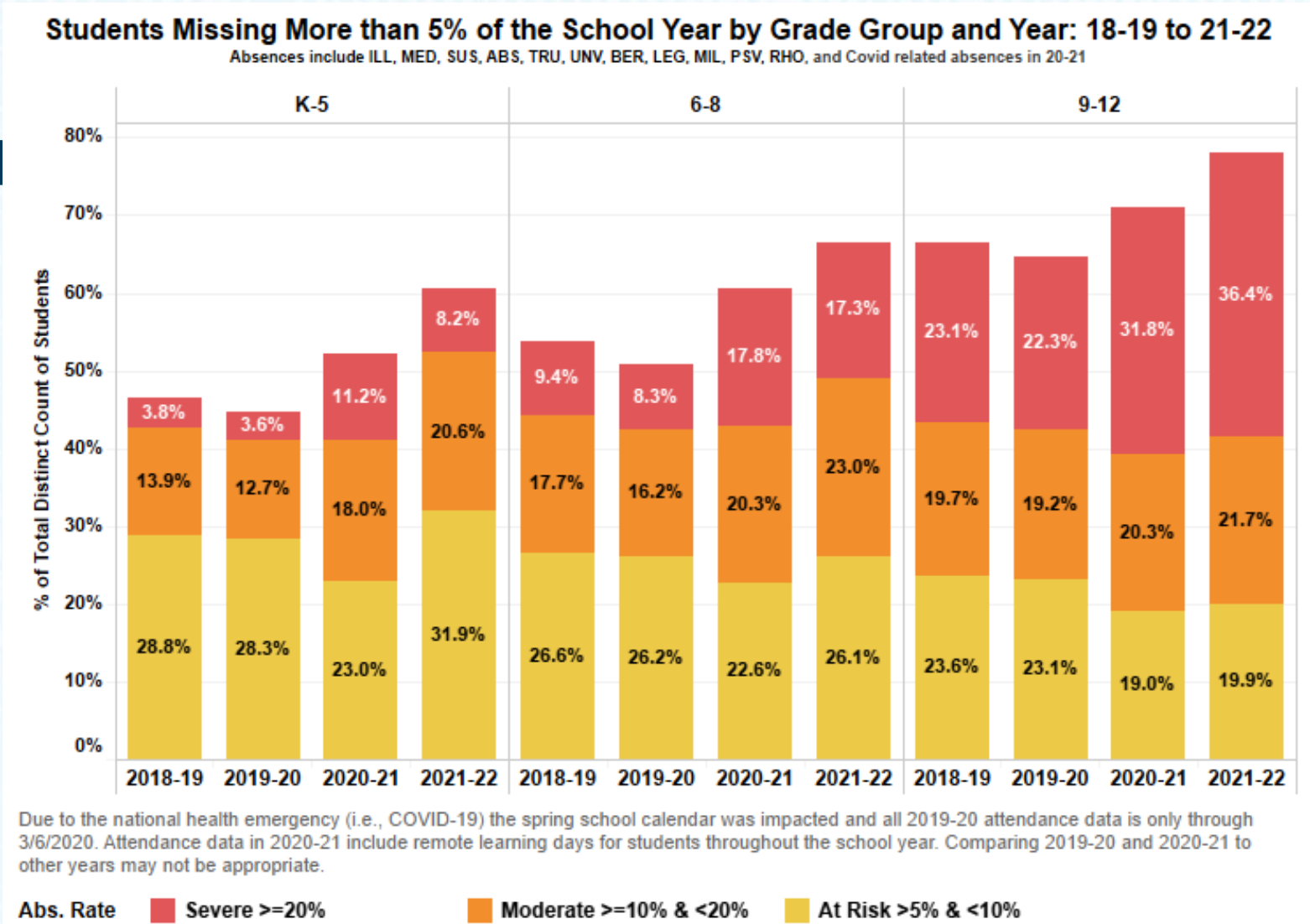
- Chronic Absenteeism, represented by the orange and red bars in the chart to the right, is defined as students missing 10% or more of their enrolled time. This would amount to about 17 or more days for a student enrolled for the entire normal school year.
- In 2021-22, about 40.3% of students missed 10% or more of their enrolled time during the year, a 2.2% increase compared to the 2020-21 school year.
- Students achieving the Strive for 95 goal are represented by the green bar in the chart to the right. The percentage of students attending for 95% or more of the school year decreased by 7.3% compared to the 2020-21 school year.



Students Missing More than 5% of the School Year by Grade Group and Year: 2018-19 to 2021-22 (K-12)

K-12 students enrolled throughout each school year are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- An increase in the percentage of chronically absent students (missing more than 10% of the year) occurred in grades 6-12 in 2021-22.
- The percentage of students who missed more than 5% of their school year increased at all grade levels in 2021-22.
- In a normal school year of approximately 170 days, missing more than 5% of a full year would amount to about 9 days or more.

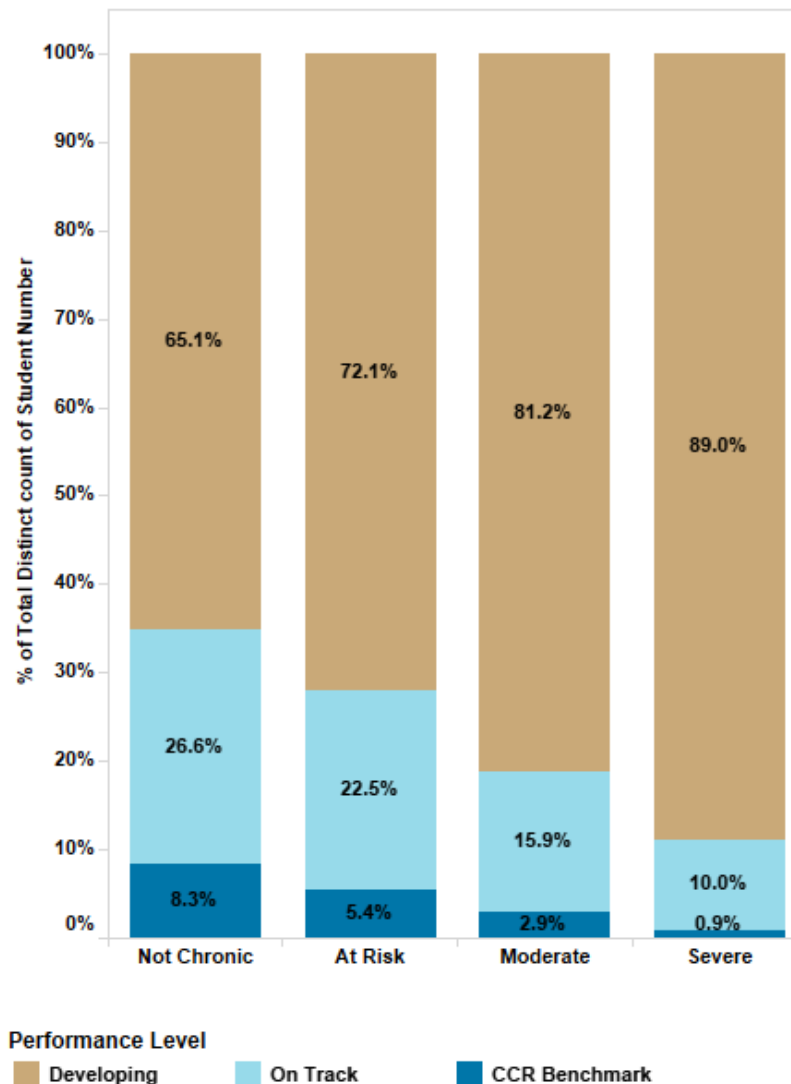


2020-21 NSCAS ELA & Math Proficiency by Absence Rate: 2021-22 (3rd-8th)

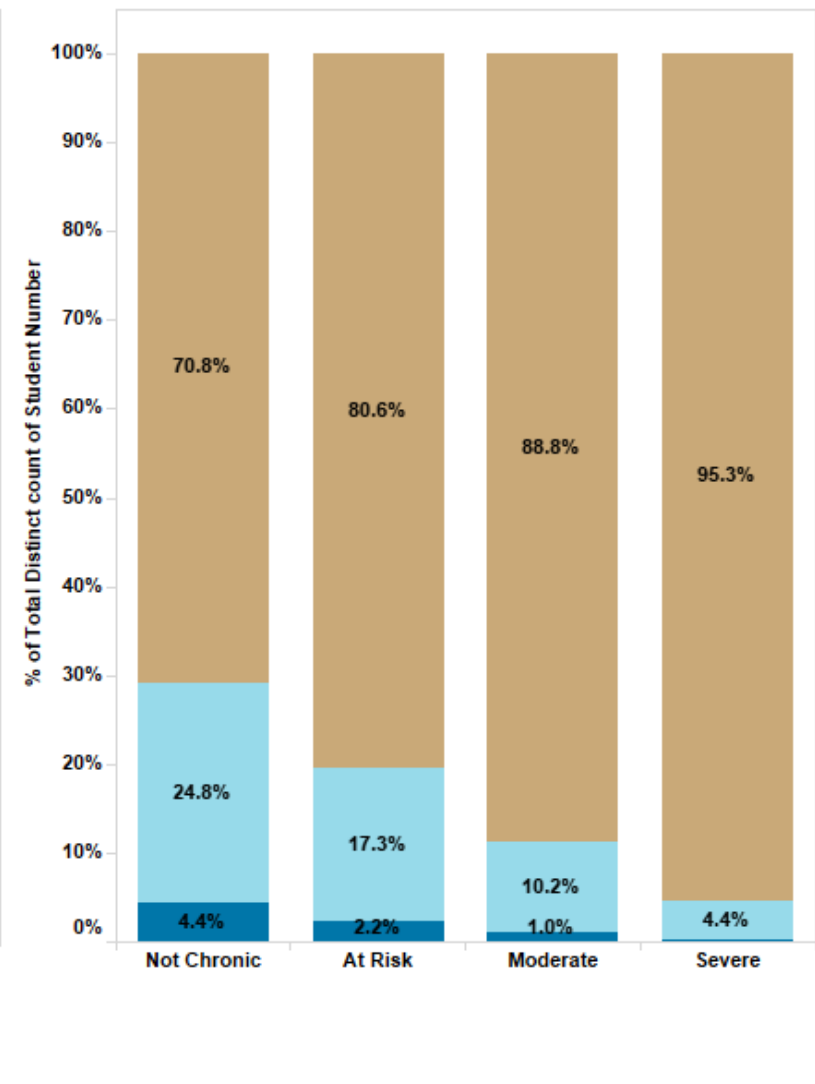
Only grade 3-8 students enrolled at official membership in 2021-22 are included in this analysis.

- A steady decrease in the percentage of students proficient on both the ELA and math state NSCAS tests occur as students are absent for a larger percentage of the school year.

3rd-8th NSCAS ELA Proficiency by Student Absence Rate: 21-22
Absences include ILL, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, and RHO



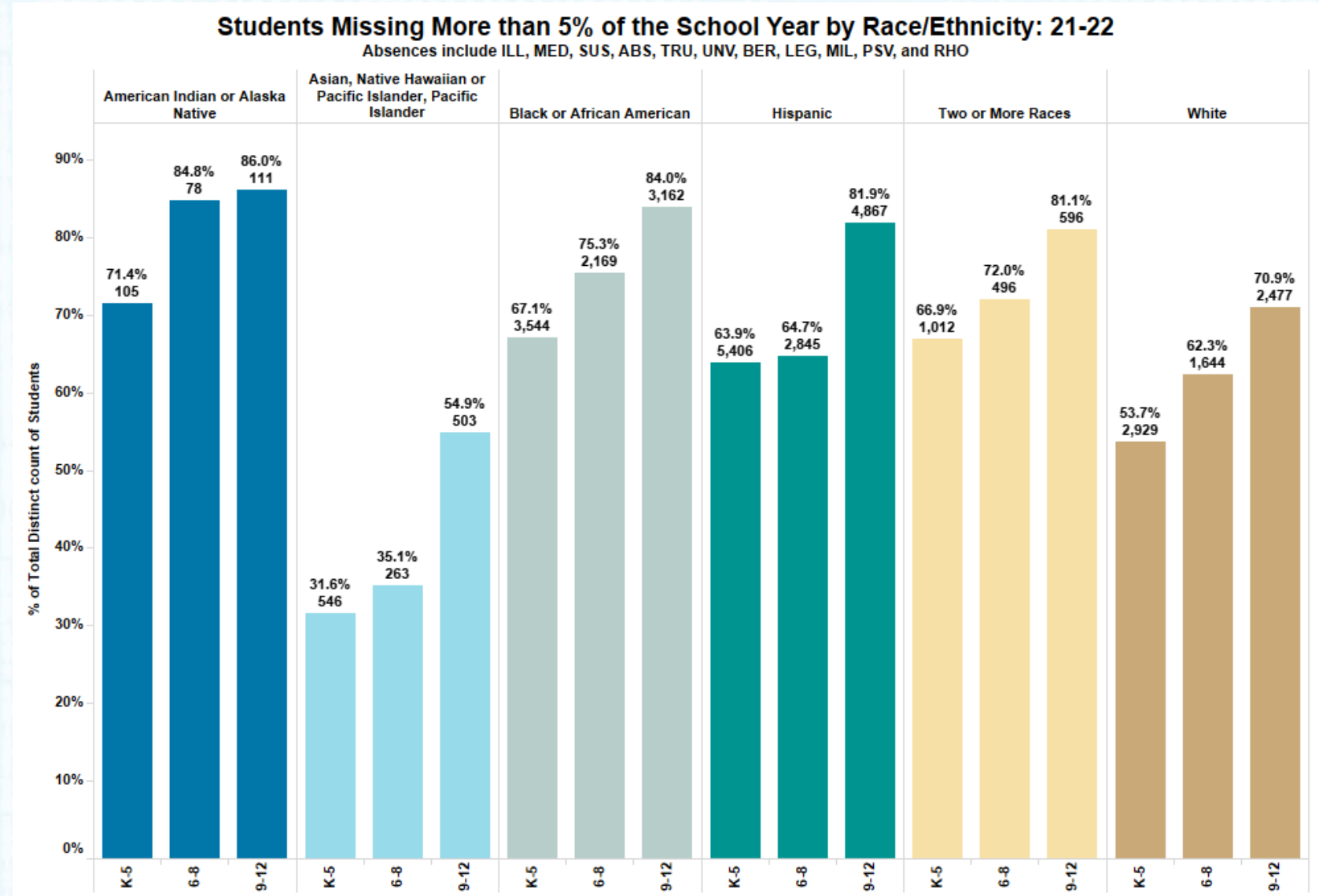
3rd-8th NSCAS Math Proficiency by Student Absence Rate: 21-22
Absences include ILL, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, and RHO



Students Missing More than 5% of the School Year in 2021-22 by Race/Ethnicity

Only K-12 students enrolled at official membership in 2021-22 are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

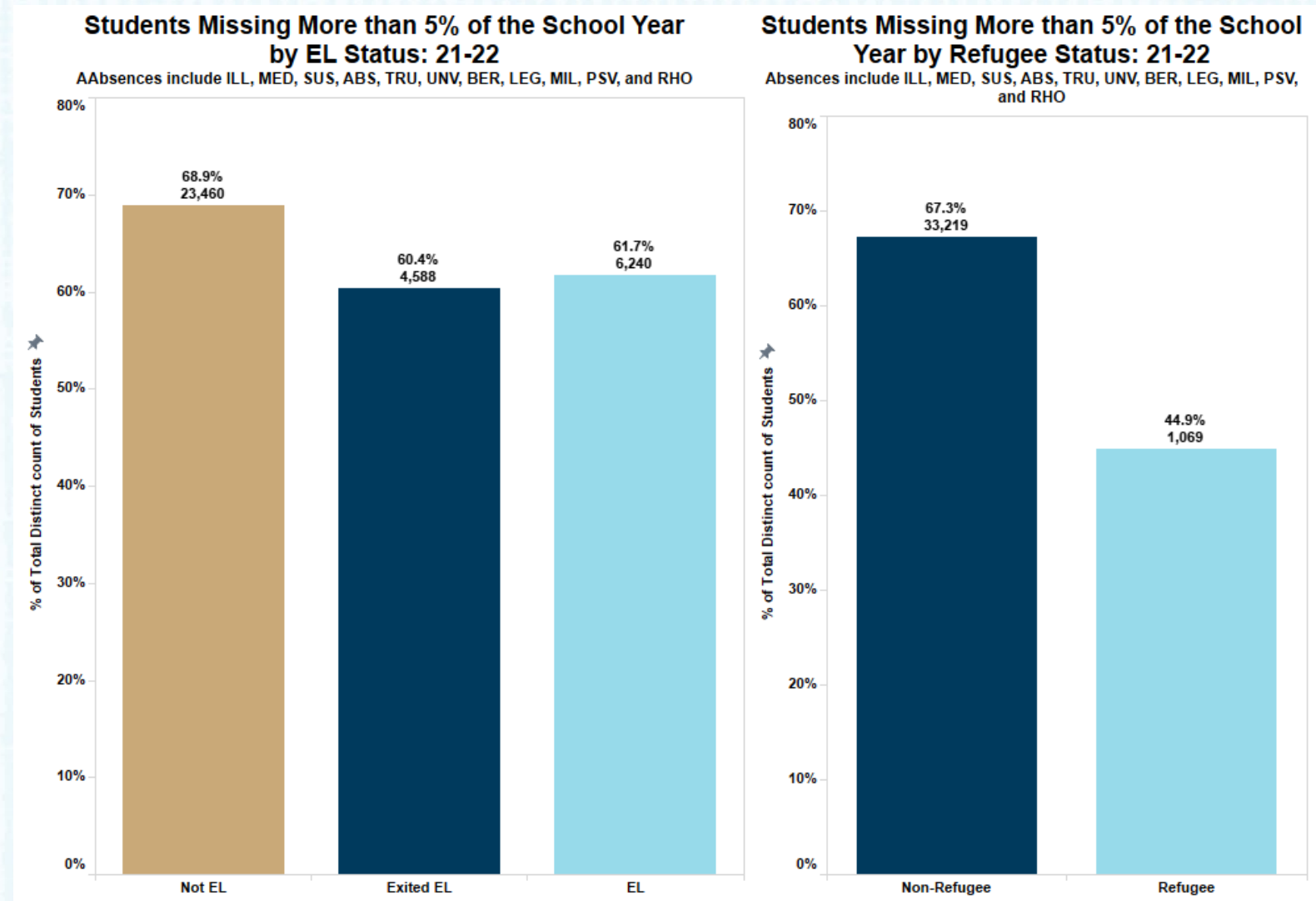
- Attendance for racial and ethnic groups differ but show similar trends between grade levels.



Students Missing More than 5% of the School Year in 2021-25 by EL and Refugee Status

Only K-12 students enrolled at official membership in 2021-22 are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

EL includes students who waived EL services.

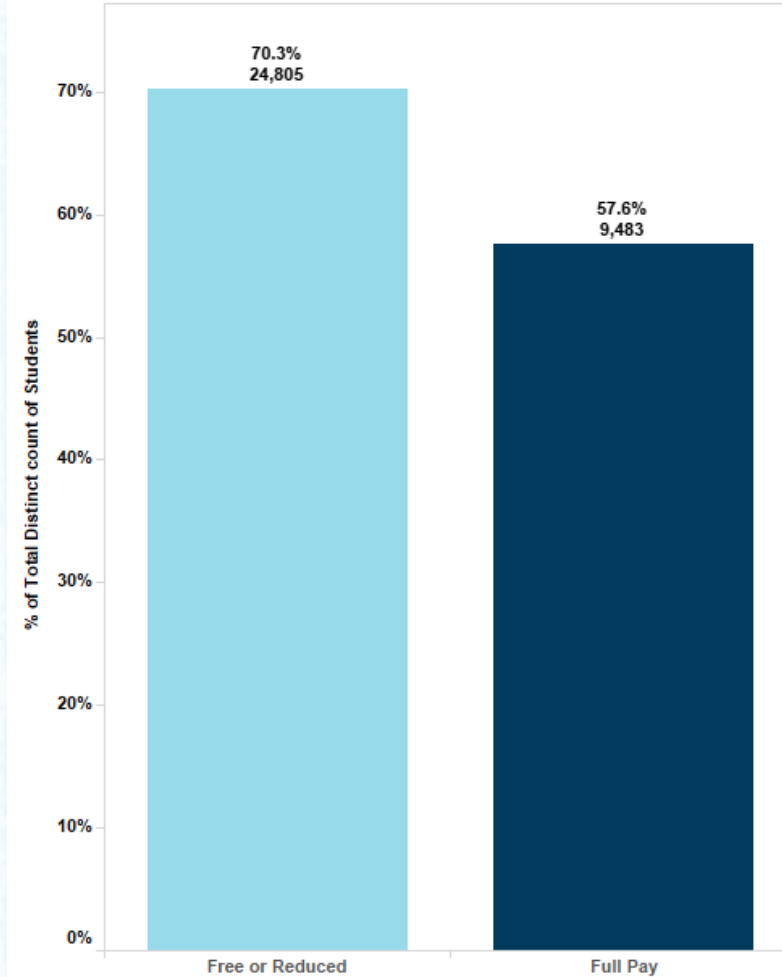


- Current and former English learners and refugee students were less likely to have missed more than 5% of their school year than students who were not served as English learners or not identified as refugees.

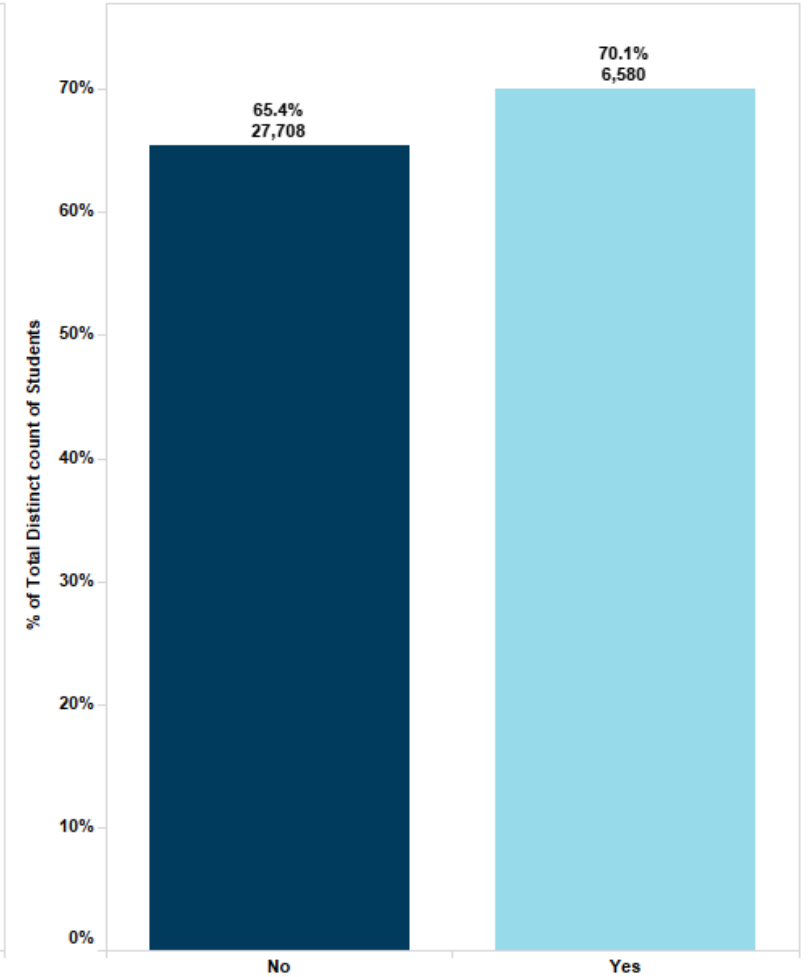
Students Missing More than 5% of the School Year in 2021-22 by F/R Lunch Participation and Special Education Status

Only K-12 students enrolled at official membership in 2021-22 are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

Students Missing More than 5% of the School Year by F/R Lunch Participation: 21-22
Absences include ILL, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, and RHO



Students Missing More than 5% of the School Year by Special Education Status: 21-22
Absences include ILL, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, and RHO



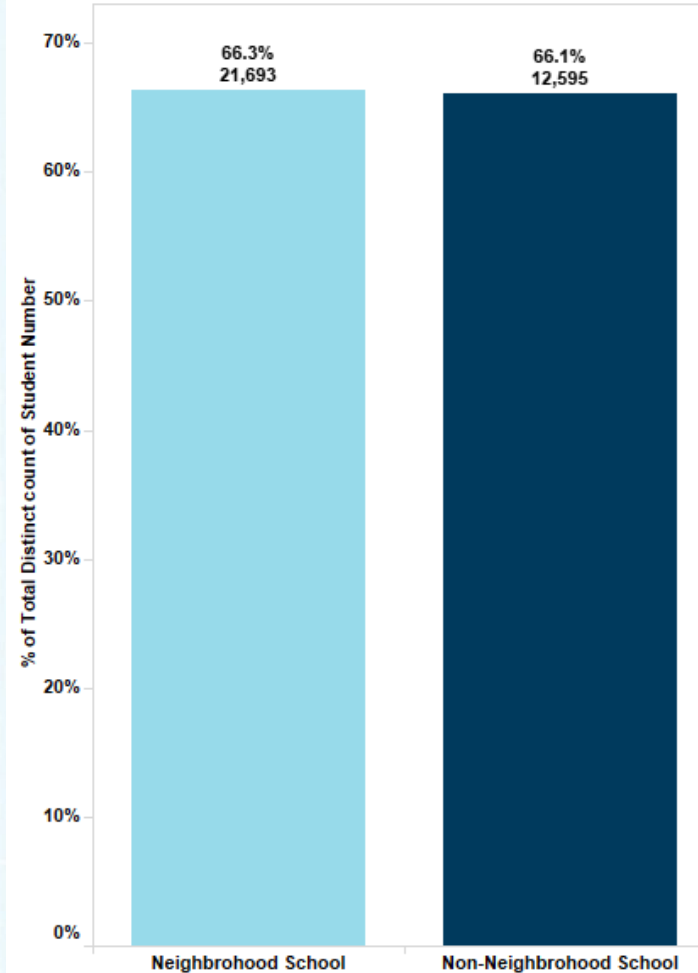
- Students who were receiving free or reduced-price lunch or special education services were more likely to have missed more than 5% of their school year in 2021-22.

Students Missing More than 5% of the School Year in 2021-22 by Transportation and School Status

Only K-12 students enrolled at official membership in 2021-22 are included in this analysis. See Data Limitations and Definitions for programs excluded from these counts.

- Students who were eligible for contracted district transportation were just as likely overall to have missed more than 5% of their school year as students not receiving contracted district transportation.
- Students attending their neighborhood school were just as likely overall to have missed more than 5% of their school year compared to students attending a non-neighborhood school or a program.

Students Missing More than 5% of the School Year by Enrollment School Type: 21-22
Absences include ILL, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, and RHO



Students Missing More than 5% of the School Year by Transportation Status: 21-22
Absences include ILL, MED, SUS, ABS, TRU, UNV, BER, LEG, MIL, PSV, and RHO

